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A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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# JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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# *Editorials*

## Superintendents at Detroit

THE meeting of the Department of Superintendence in Detroit is sure to be the most important education meeting in the New World. We say this advisedly.

It will exceed the Atlantic City meeting in attendance. There may not be as many different persons in Detroit as were at Atlantic City, but the number of days attended by different persons and the number of hours in attendance at meetings by those enrolled will undoubtedly exceed any record that has ever been made.

There will be more to see and learn that is new and vital than has ever been available elsewhere.

Never before has any city had a school building program of thirty-six school buildings in one year.

Nowhere else has the Department met in a city in which the increase in enrollment in ten years has been 98 per cent.

There has never been as much new vital progress in as many phases of education in administration, classroom methods, and professional demonstration as in the year 1930, and in no city has the spirit of progress surpassed that of Detroit.

The February meeting of the Department of Superintendence will have a larger influence on the modernizing of education than any other meeting has had in the Old World or the New.

## A Wonderful Prophecy

WHEN a serious attempt is being made to create "The United States of Europe" and a "League of Nations," it is encouraging and refreshing to see that Victor Hugo ten years before the war to disrupt the United States of America could look down through eighty-one years as he did in an address given in 1849:—

"A day will come when the only battlefield will be the market open to commerce, and the mind opening to new ideas. A day will come when bullets and bombshells will be replaced by votes, by universal suffrage of nations, by the venerable arbitration of a great sovereign Senate, which will be to Europe what the Parliament is to England, what the Diet is to Germany, what the Legislative Assembly is to France. A day

will come when a cannon will be exhibited in public museums, just as an instrument of torture is now. A day will come when these two immense groups, the United States of America and the United States of Europe, shall be seen placed in the presence of each other, extending the hand of friendship across the ocean, exchanging their produce, their commerce, their industry, their arts, their genius; clearing the earth, peopling the desert, improving creation under the eye of the Creator, and uniting for the good of all, these two irresistible and infinite powers, the fraternity of men and the power of God."

## Juvenile Delinquency

WE HAVE recently discovered a remarkable demonstration in Chicago.

City Superintendent William J. Bogan has created a special school for all children in North and West Chicago to relieve the public elementary and high schools, junior and senior, of their serious discipline problems. Every teacher can turn a troublesome boy or girl over to the principal, who can, in turn, send every one who is a burdensome problem to the school whose principal and teachers are sympathetic experts. The building is equipped with everything that can in any way aid the teachers in interesting those boys and girls to lead a new life.

Last year in the schools of about one-half of the city *only one boy or girl in a thousand of those sections of the city was a behavioristic problem of the principals.* About half of these were in the seventh, eighth, and ninth grades.

Reading the press dispatches one might get the impression that Chicago was creating juvenile criminals by the tens of thousands.

## Progressive Perth Amboy

THE Board of Education of Perth Amboy, N. J., has recently adopted two forward-looking measures. The first is an amendment to the rules governing teachers' sick leave benefits. Under the rules as amended sick leave is accumulative. If a teacher is absent on account of personal illness less than the five days' full-pay absences during the school year the difference between the number of sick days of absence and five is added to the number of days a teacher may be absent with pay the following year. The maximum number of accumulated days of sick leave with full pay is thirty, and in addition a teacher may be absent fifteen days in any school year and receive part pay.

The second progressive action is the adoption by the Board of a plan of group insurance for all employees in the public schools.

## C. H. Barnes of St. Louis County

THE retirement of C. H. Barnes as superintendent of St. Louis County, Minnesota, is most regrettable,.

St. Louis County is interesting in more ways that are distinctly local than any other county in the country.

It is probably the largest county in the country. It has more important cities suddenly created by one industry than has any other county. Its cities have better modern high school buildings in proportion to the population than has any other county. It has the best average country school plants of any county in the United States. It has the best located country school campuses of any county. It has the best preferred teachers in all country schools of any large county whose schools are mostly country schools. There are the best living conditions of all country school teachers in the country.

In every school district out of Duluth and its immediate suburbs the taxes are largely paid by the United States Steel Company or its subsidiaries, but the votes regarding the use of this tax money are voted by citizens whose taxes are light and usually slight, but there has been no appreciable friction between the taxpaying corporation and the vast voting population using these taxes generously.

Practically every professional and administrative virtue of education in St. Louis County is due directly and indirectly to the wisdom, devotion, and spirit of C. H. Barnes, who now retires from the office of county superintendent.

At the public meeting of appreciation on December 13 the Minnesota state superintendent of schools and all of his assistants, the president of the State University and his dean, presidents of the State Teachers Colleges, president of the State University of Florida, state superintendents of Wisconsin, Illinois, and Iowa, and other distinguished educators and publicists of the country joined in their recognition of the eminent service rendered the county, state, and country by Dr. C. H. Barnes.

## History for Ready Reference

THE "New Larned History for Ready Reference" brings up to date in these creative times a work that has never had a rival in its treatment of vital facts and figures, historic and scientific. Realizing the present emergency, industrial and commercial, the C. A. Nichols Publishing Company, Springfield, Mass., makes a tempting offer to schools, libraries, and individuals in discounts and extended credit.

# *Famous School Board Members*

## CHARLES M. SCHENCK, DENVER

By ALBERT E. WINSHIP

DENVER is a wonderful city, and its city schools are among its chief assets. I have known Denver for fifty-five years, and have known every turn in its fortunes and misfortunes. Its present education personality has been created within fifteen years.

At the reorganization, which is responsible for the Denver schools of today, Charles Meigs Schenck was elected to the new school board, and no one has been responsible more than has he, for keeping the city on the trail of efficient American education. For the fourteen years of the reorganized Denver school board Mr. Schenck has been regularly re-elected, and has always been treasurer or president of the school board, so that he has been officially responsible for the success of the schools.

The most vital chapters in the education of Denver are the reorganization of administrative policies; the establishment of departments of curriculum revision, research, health service, and continuous census; the adoption of an improved salary schedule; the erection of new buildings and the purchase of land to the value of $14,900,000; and the establishment of a continuous building program on a pay-as-you-go basis.

Mr. Schenck brought to his work on the board the invaluable experience of an enviable business career. In the coal-mining industry he was for many years associated in an official capacity with companies operating in Iowa, Illinois, and Colorado.

As secretary and general auditor of the Colorado Fuel and Iron Company, and subsequently as president of its subsidiary, the Colorado Supply Company, he was closely associated with the development of these organizations.

Prior to his election to the Board of Education he had retired from active business connections with the exception of the Merchants' Fire Insurance Company, of which he is still vice-president.

Mr. Schenck has always supplemented business activities with participation in community life. He has been treasurer of the Associated Charities, and has served several terms as a director of the Chamber of Commerce.

He has been president of the Philosophical Society, and treasurer of the Denver Chapter of the Archaeological Institute of America.

Broad experience in the business field and intimate contact with community life, combined with a capable and courageous loyalty to the fundamental ideals of public education, have given Mr. Schenck a large view of the problems of school administration.

Some little suggestion of the esteem in which he is held, nationally as well as locally, is contained in the fact that he was made an honorary and life member of the National Association of Public School Business Officials at the convention of that organization in New Orleans, May, 1930.

Public confidence in the wisdom, devotion and courage of Mr. Schenck is to a large extent responsible for the stabilizing of the city school system.

---

## The Bird Unbaffled

I heard a lovely lesson from a bough,
A bird that sits there chirping in a sweet contentment now.
Unnumbered times the wreckage of his nest was strewn around;
Each time with dauntless courage he rebuilt with merry sound.

When wind blew down his effort, when children came along
And wrecked the dwelling that was builded with a song,
The bird unbaffled started on the work of picking up
The ruin that made bitter all the sweet wine in his cup.

And now his little mansion is completed, and he's wise
In memory of triumph over things we all despise,
And I wonder why all creatures cannot be as brave as he,
Who hath builded on, unbaffled, in the boughs of yonder tree.

—Baltimore Sun.

# Dr. Lee L. Driver of Pennsylvania

By ALBERT E. WINSHIP

THROUGH the courtesy of Dr. Lee L. Driver, for ten years rural school specialist of the State Department of Pennsylvania, we recently visited the Unionville, Chester County, Consolidated School. This school cost $400,000, and is thought to be the most expensive rural consolidated school in the country.

Within an hour Dr. Driver took me to Kennett Square to see the preparations for building a million-dollar consolidated school for country boys and girls.

In a forenoon drive we visited several consolidated schools, no one of which cost less than $150,000, and Lee L. Driver is responsible for the public spirit which has created each of them.

We passed the residence of one citizen of Chester County who has recently given $10,000 to aid one consolidated school; $27,000 for another, and $50,000 for a third.

We also rode through the residential grounds of a resident of Chester County who has recently given $1,127,000 to four consolidated schools. The lowest sum was $52,000, and the highest was $650,000. This last was for the million-dollar consolidated school.

The change in taxpayers' attitude toward better schools in country districts shows in no way clearer than in the selection of sites for consolidated schools. Seven recent purchases for consolidated schools have been from thirteen to twenty-nine acres each. Seven others have ten-acre sites each. Twenty-seven other schools have from five to eight acres.

Last year there were 659 consolidated schools in Pennsylvania, attended by 125,000 children.

Forty years ago Lee Driver was teaching in a rural school in Randolph County, Indiana. Five years later he taught an elementary school in the county seat of Randolph County, then taught in high schools for ten years, and for thirteen years was county superintendent of Randolph County.

Certainly no other state school official has had an experience such as Lee Driver has had in Pennsylvania. To ride with Lee L. Driver visiting such consolidated schools is an event of a life-time.

I knew him when he was county superintendent in Randolph County, Indiana, on a twelve-hundred dollars salary. Even then consolidation was his major, and he had 130 of the 131 rural schools consolidated.

When he went to the State Department of Education in Pennsylvania ten years ago the entire state appropriation for transportation to consolidated schools was $175,000. In 1929 it was $412,932.

The number of one-teacher schools has been reduced from 10,135 to about 1,000.

The last five years as county superintendent Mr. Driver was the leading educational speaker in the state, and his national prominence won him state department leadership in Pennsylvania. As lecturer on rural education Dr. Driver has functioned in thirty states and Canada.

Dr. Lee Driver not only has a vast array of achievements to his credit, but his personality and platform art magnify his message brilliantly.

---

## The Unemployed

By Alfred Osmond

Their pleading looks, their thin and careworn faces,
The shabby shoes and ragged clothes they wear
Reveal to all that men of many races
Have heavy burdens that are hard to bear.

They are not beggars, for their hands are willing,
And bear the stains of paint and grease and oil.
This grind of idleness is hard and milling
On men who have been used to honest toil.

The curse of toil has passed them by forever,
But in its wake the charms of idleness
Have blasted all their gardens of endeavor,
And left them in the deserts of distress.

They do not ask for alms, but would be willing
Their skill and industry, to form a part
Of that which tends to make the trade of living
A useful and a fine and noble art.

If men of means could only know the sorrow
Of those who dwell in prisons of despair,
The sun that gilds the mountain tops tomorrow
Would greet them in the free and open air.

We have by heritage become the keepers
Of all our brothers who are in distress.
The sowers of the wind must be the reapers
Of whirlwinds in the storms of idleness.

Not only from a sacred sense of duty
That roots its nature in the human mind,
But weeping eyes that once were bright with beauty
Rebuke the monster who would be unkind.

At times the lamps of love are dimly burning;
The looks of love are critical and cold.
At times the choice and chosen books of learning
Beget aloofness that is stern and bold.

Then comes the bitter test for all the nations—
The conflict of the many and the few.
The saving grace, for all the Lord's creations,
Is found when all have honest work to do.

# *Belding's Page*

## *Heredity*

HIS name is Baxter, but they call him "Junior." His folks amount to something. They are brilliant, cultured people. They expected Junior to combine the best qualities of both his parents. In character he did. But in ability he fell far short.

Elsewhere in the same classroom with Junior sits Jim. Jim's folks haven't made any mark in the world. Neither would be picked for brains, for refinement, for learning. The English spoken in their home is much below par. Yet Jim excels in everything scholastic. He is the star pupil of that class.

Such cases and such contrasts are so common that every teacher must have noted many of them.

Heredity has been supposed to account for a great deal in traits and capacities, and often it does. But then again it does not.

The biologists' formulae allow for many possibilities. There are laws of probability, laws of average. Exceptions are so outstanding that these laws seem to have little meaning for the individual.

A certain teacher of Greek, who loved his subject and thoroughly believed in it as a means of nurturing the mind, became discouraged at times over the difficulty of hammering the language home to the "prep" school lads who were the objects of his effort. One thing he continued to hope was that if these lads themselves couldn't enter into the spirit, the language, the literature or the life of the Greeks, the results of their struggle would appear in the next generation. He had visions of a robust race of Greeklings. The chances are that very few of the second generation will be exposed to Greek at all, except through translations and works on art and history.

In a universe where all energy is supposed to be conserved somehow or other, it may indeed be true that the energies spent in trying to teach a pupil what he can but partly learn, may reappear at some far-off time in the form of a peculiar talent for the very thing which was so poorly understood and so little appreciated by the child who later became an ancestor.

But this is a lame excuse for trying to press children through a prescribed mould, when so much more can be accomplished by adapting instruction to the capacities, instincts, and presumable needs of individuals.

## *Environment*

EDUCATORS cannot remind themselves too often that the work they do is only a fractional part of the educative process. Even while the child or youth is nominally in the hands of teachers a multitude of outside forces are operating to form both mind and character. And when the period of formal instruction is over and youth steps out into the life of the world, learning proceeds under many masters. The radio, the theatre, the daily press, the magazines, the automobile, are educational agencies of vast significance. The home, the church, the social group—all are influential in the shaping of life.

Formal teaching rests upon the belief that a selected environment can produce desirable effects upon human material. To overlook the effects of non-selected, hit or miss environment, and to fail to evaluate those effects, for good and ill, is to overlook mighty forces which, in the aggregate, operate a much larger number of days and years than have been assigned to formal education. The child is in school about half the days in the year, seldom more, even when school is supposed to be his main business.

It would be in the nature of shirking responsibility for schoolmen to ask: "What can be expected of us under the circumstances?" In fact, many of the outside currents work along with the school and supplement the work which the school is doing. Other forces, of course, tend to undo the results of instruction.

The task and challenge of the schools is to make the learning process so interesting and vital that the child shall become susceptible to the finer influences in the life around him, and impervious to many of the less desirable ones.

## *Speaking of Resolutions*

WHAT has become of the old-fashioned custom of making New Year's resolutions? Experience may have taught that such resolutions seldom had lasting effects. Or the failure of some persons to adhere to what they had resolved, may have discouraged others.

Ridicule has played its part in putting New Year's resolutions at a discount. The humorists have been battering away at broken pledges for some years past.

New starts are nevertheless a vital need for all who would make progress. And if men in the business world take account of financial gains and losses, assets and liabilities on January 1, why is it not sensible for every one to do the same with mental and spiritual items?

Charge off last year's mistakes to profit and loss. Begin with as clean a page as you can find. And do not be scared of resolutions. Only don't expect to accomplish everything by a single effort of the will on a single day of the year. It's an everyday job, the whole year through, to live up toward one's best ideals.

Anson W. Belding

*Associate Editor*

# The Unit Plan in Operation

By ROSS H. SMITH
Highland Park, Michigan

*For several years past, history in the Highland Park (Michigan) High School has been taught in general conformity with the Morrison unit plan, but with certain modifications here described.*

"THE Practice of Teaching in Secondary Schools," by Henry C. Morrison of the University of Chicago, came out in 1926. That book won nation-wide acclaim for setting forth a sane and forward-looking view of secondary education. It amounted to more than a new method—it was a new way to look at a body of knowledge, a skill or an appreciation. Dr. I. M. Allen came to the University of Chicago at about that time as a professor of education and had an opportunity to see the Morrison plan or Unit plan in operation in the University High School. In 1926 Dr. Allen became superintendent of schools at Highland Park, Michigan, and gave encouragement to his teachers to try the plan with their classes.

Before that time in the History and Social Science Department of the High School we had been making various experiments in method, trying the laboratory plan, the Dalton plan, the socialized recitation plan and the project plan. We were able to see certain advantages in all these plans. When we began to delve into the Morrison plan we found it involved in one way or another practically everything we had been trying in the other plans.

One is struck by the logical and psychological appeal of the Unit plan. No doubt most secondary school teachers are by this time well versed in the five steps; exploration, presentation, assimilation, organization, and recitation. Without taking the space to delineate the procedure with each of these steps, I shall relate the modifications we have found advisable for public school use.

First of all, in regard to the unit self. We have not abandoned the chronological view of history. Most of our units in history centre on a "period" of history, as for example: "How the American Colonies Separated from England." More recent events do not permit of the "period" treatment so easily, therefore our last three units in United States History are as follows: "How the United States Became a Great Industrial Nation," "How the United States Became a Great World Power," and "How the United States Became a Better Democracy." The last three units cover much the same periods of time. No doubt in years to come recent decades will form a "period," for it will then be seen that some one theme is dominant and all other phases of life are related to the main one.

In relation to the various steps in the teaching process of any given unit I wish to make certain comments that have grown out of our experience with the plan. In exploration we have, no doubt, deviated most from the Morrisonian idea. Morrison would probe the student at the beginning of a unit's work and excuse him from the routine procedure if he were found intelligent about the essentials of the unit, allowing him to work independently at a subject of his own choosing. We find this procedure impracticable for public school circumstances in most cases. To determine these matters accurately would require more teacher-time than we have available. We do use the exploratory test as a preparatory step, to see that the student already knows certain prerequisites fundamental to mastery of the new unit that he may certainly be expected to know from previous units or courses. This point of view involves the sound Herbartian doctrine of learning by relating unknown to known.

The results of the exploratory test serve as an excellent introduction to the next step, presentation. In this step we follow the Morrison formula, emphasizing the few main ideas to be mastered. In this step the teacher does well to call attention to the problems to be solved without doing too much solving. Solving problems should be the prerogative of the student during the assimilation period to follow.

A concerted opinion of our department is that during the several days usually devoted to assimilation a few sub-presentations are usually desirable. Often a few minutes at the beginning of a class-period are taken for this purpose after inquiry has shown that quite a few students are having difficulty with a certain problem. The class then resumes its individual activities under the teacher's supervision.

The assimilation test closes the assimilation period. We find it desirable, if possible, to have two or more suitable tests. As another deviation from the Morrison system usually the whole class takes its assimilation tests simultaneously. In case students show up poorly on the first test, a second or third will be given on succeeding days. Another variation has been tried with some success

with the junior high school grades, namely, so-called check tests given during the assimilation period as certain parts or phases of the unit are completed.

Several of our teachers feel that one of the most valuable practices is the organization paper written by the students following the assimilation test. Without notes or any help, the student in twenty or thirty minutes' time either by connected discourse or in outline form sets down his understanding of the unit.

Finally the recitation period comes. As far as possible it is well organized in advance. In it we have solutions of special problems, floor talks, demonstrations, and debates. It is essentially an audience situation. The teacher ordinarily takes very little active part. Of course the planning of the programs has to be directed by the teacher, and it is our experience that this must begin at the beginning of the assimilation period. At the conclusion of the recitation we are ready to take up a new unit which brings with it a new freshness and a new challenge. We have a feeling of doing our work in a systematic way yet with considerable variety of activity which is conducive to interest.

Perhaps I might suggest briefly how we began our work with the unit plan. Admittedly it was no slight task to get started. We had to feel our way cautiously. For each course a committee was formed and by the spring of 1927 our units were agreed upon with a tentative time schedule. Rudimentary guide sheets for the first few units were sketched. The job was divided as evenly as possible throughout the department, each did the part that seemed easiest to him. During the year 1927-28 we tried out our new sheets with our classes getting students' copies through the aid of the mimeograph. Our committees remained on the job, and at the close of each semester certain changes for the following semester were recommended. Gradually better constructed and more workable guide sheets were substituted for the old. We still find much room for improvement, and from time to time make changes, such as adjusting the time schedule, remaking tests, adding or subtracting something from the guide sheets.

What advantages or disadvantages lie in the use of the unit system according to the Morrison plan? As we see it we find these advantages: It

1. Provides for individual differences through richness and variety of work beyond minimum essentials.
2. Assures considerable variety in the day-to-day activity of the individual and the class.
3. Incorporates valuable features of the laboratory, project and contract methods.
4. Necessitates careful planning, discrimination in use of materials, and adherence to schedule by teachers.
5. Combines advantages of individualization and social recitation.
6. Allows the student who is backward in oral recitation to produce much worthwhile written work.
7. Makes necessary some painstaking, careful written work on the part of students who tend to be brilliant in recitation but superficial.
8. Tends strongly toward making the study of history the process of acquiring an understanding of the meaning of trends and movements.

On the opposite side of the ledger one might set down the following objections: It

1. Necessitates a great deal of labor in building the plan into a working program.
2. Means great amount of written matter to be checked by the teacher.
3. May cause students who have been used to a day-to-day assignment with daily recitation to flounder until they are properly adjusted by the teacher.

In my judgment the effort is very much worthwhile. In my whole teaching experience I have met with nothing which presents such a challenge, provides such a stimulus to growth, and makes the classroom so alive with the real business of getting an education.

---

## General Average

By HARRIET PACKARD

Kent, Ohio

There are days when I feel that I fail in my work,
Other days when I glow with triumphant success
And then days when I only plod drearily on
Just a drab, silent worker—with fears that distress—

Since I can't always win, and I won't always fail,
My heart holds this longing—whatever my task—
That the Great Teacher find that I've honestly earned
A good General Average—'twill be all that I'll ask.

# Johnstown Teachers Study Pupils

*The following article, prepared by Michael M. Chudy with the co-operation of the Johnstown (Pennsylvania) Tribune, depicts an interesting experiment conducted by Dale McMasters, principal of a local high school.*

ALL students do not or cannot attain the same scholastic standards. This being an acknowledged fact, there arises the natural question of why not.

It was this question that prompted Dale McMasters, principal of the High School at Johnstown, Pa., to establish a "Learn Your Pupil" program among his teachers. He has succeeded to such an extent that it may be found useful in other schools.

It is believed that the retardation of a child's mental growth, or the slow development of his fund of knowledge is at least partly accounted for by unsatisfactory home conditions. At home, it has been found, crowded quarters, poor lighting, improper ventilation, lack of interest and sympathy on the part of other members of the family, and numerous other things prove decidedly detrimental to the advancement of a pupil. Another home condition is that of American boys of foreign parents. Many such parents cannot speak, read, or write English, therefore cannot be expected to help their children in their home work. These pupils surely are handicapped, inasmuch as their only hours of study are practically those they have during actual school hours.

It is important, therefore, that some way be devised, whereby such a handicapped pupil may have equal chance for advancement with other pupils.

Once, and to some extent today, the pupil who was the helpless victim of such circumstances was looked upon by the teacher, and by his fellow-classmates, as a dull pupil, and was frequently rebuked for inadequate classroom preparation, and the result was an even more complete retardation because of the psychological effect upon the child in the form of an "inferiority complex."

Since the establishment of the "Learn Your Pupil" program in the Johnstown High School serious consideration is given to the reasons for a pupil's slow progress. A member of the faculty who is known as a home visitor goes into the home of a slow pupil, confers with the parents, becomes acquainted with the home conditions under which the pupil works, and sees rather convincingly the reason for the pupil's inability to attain certain academic standards. The result is sympathetic interest on the part of the teacher for the pupil, and an effort on her part to overcome the disadvantages with which he is faced.

The Johnstown High School has established, under this program, a home room. There the home-room teacher is working to improve the academic standing of the pupils in the room. She is giving the pupils under her charge the benefit of her experience in spite of the fact that she may not have any one of the group in any of her regular classes. Numerous benefits accrue from this, the most prominent being the development of the proper general methods of study.

This program of personal work means extra labor on the part of the teacher, but it brings extraordinary results. In each case the teacher lists the names of all pupils who have failed in one or more subjects, in a book, which she calls the failure and improvement book. This is so arranged as to give an accurate record of each month's marks, showing the progress the pupil makes during the semester. A failure is an indication to the teacher that particular attention must be given to such a pupil.

A home-room teacher upon noting a pupil failure, confers with the home-visiting teacher, learns something of the pupil's home conditions, and then makes an earnest effort to enlist his co-operation, and assures him of any assistance that he may need. In the same way the home-room teacher confers with the teacher of the subject in which the pupil considered has failed. That teacher is generally able to acquaint the home-room instructor with what she believes to be the reasons for the retardation.

This much of the program concerns the relation between teacher and student, but another equally important phase of the program concerns the relation between pupil and pupil. In this the stronger pupils in the home room are encouraged to co-operate with the weaker students. The stronger pupil in many cases can remove the difficulties for the weaker, often with an equal or greater degree of success than the teacher.

Then, too, there is the organization of the entire home room with an esprit de corps. In this every effort is made by pupils and teacher alike to eliminate all failing marks. The students themselves become embued with the spirit of the thing, the desire to make their room 100 per cent. free of failures. A spirit of pride asserts itself here and invariably with fruitful results.

# Yakima Backs Up Its Schools

By ELIZABETH A. PRIOR

Principal, Yakima Valley Washington Junior College

*The fame of Yakima's loyally supported schools—topped off with a Junior College—having crossed the Continent, the editors sought and obtained this interesting article.*

"Oh, you youths, Western youths,
So impatient, full of action, full of manly pride and friendship.
Plain I see you, Western youths, see you tramping with the foremost.
Pioneers! Oh, pioneers!"

IT WAS the vision of the pioneers which saw beyond the sagebrush desert to a productive irrigated valley, and in that valley and going out from it Western youths "tramping with the foremost," that established the schools of Yakima, Washington. That vision has been the heritage of succeeding generations, for without it no community could have developed in the span of a lifetime a school system the excellence of which is known beyond the bounds of the state. The unusual responsiveness of the community to the needs of the schools has made possible this development.

To understand the significance of this splendid community support one must realize that the growth of population has been very rapid and that an extensive building program has been necessary at a time when other demands upon the taxpayers have been very heavy and when other community activities have required funds for their support. From the erection of the first brick school in 1888 the number of schools has increased steadily. There are now nine elementary schools, two junior high schools fully equipped and accommodating fifteen hundred pupils, a senior high school with one thousand registered, and a junior college.

However, the material growth, which is perhaps the most tangible evidence of community interest, would not alone have attracted attention. There has been a corresponding support of a modern program of curriculum planning, modern methods of instruction, and student activities, and a pardonable pride in the scholastic standards maintained in the schools.

For many years Yakima has attracted to its teaching staff men and women of ability and enthusiasm. For almost eighteen years A. C. Davis has served as superintendent of schools. He has had the co-operation of principals, supervisors, and instructors in his carefully formulated, forward-looking program. That program has not built up any one part of the system, but has made instruction vital in all departments. Teachers have a part in the formulating of policies and in the making of courses of study. Experiments are encouraged.

Growing out of some of the experiments have come changes in methods of instruction. For example, in 1920 an experiment with ability grouping was begun in third year high school English. It was extended later to include all high school English, and still later to include other subjects. Today in all the grades from the first to the twelfth the group plan is in operation. The experiments have included the testing of materials and methods suited to the varying abilities of pupils. Therefore, the groups do not now move rapidly or slowly over the same work, but each group has a course planned for it. Special rooms in charge of teachers trained for that work are provided also for children who have not the ability to do the regular work of the grades. As an *aid* in the segregation of groups and in the modification of courses, a thorough system of testing is in operation under the supervision of a competent director. Standardized intelligence and achievement tests are given at regular intervals throughout the course. All beginners are given intelligence tests, and at the completion of the third, sixth, ninth and twelfth years other tests are given. Achievement tests are given in every grade. One of these, a primary reading test, was prepared by a group of Yakima teachers. It is being used successfully.

Another experiment over a period of years has proved that very many student activities—literary, musical, and athletic—need not be extra-curricular. There are no debate clubs or speaking clubs in Yakima High School. Debating, extemporaneous speaking and dramatics are included in regular classwork. Everybody participates in his particular class; the finals which follow are inter-class contests. It is all in the day's work. The same is true of the work of publishing the school newspaper, of the orchestra, and of the band. The men and women of the community are always ready to give of their time to act as judges for contests, and to help in other ways.

In all the planning for mental development the physical development has not been overlooked. Regular playground and gymnasium activities are a part of the day's program. Mid-morning milk is served in all grades at a minimum of cost. If an undernourished child cannot afford to buy milk it

is given to him and paid for out of a fund which has been provided from proceeds of a community lecture course sponsored by the schools. The Parent-Teacher Associations also contribute to the fund. In six of the buildings cafeterias serve wholesome lunches at very moderate prices. These are operated successfully under one manager.

Last year a plan of group insurance for teachers was adopted through the co-operation of underwriters with the organization of classroom teachers.

While the co-operation of the citizens is apparent in the schools which are supported by taxation, it is very marked in the newest school, Yakima Valley Junior College. The state of Washington has not yet made the junior college a part of its public school system. The junior colleges in operation must, therefore, be supported for the time being by tuition, fees, and gifts. A wonderful challenge to community pride if a junior college is established.

Early in 1928 the demand for a junior college in the Yakima Valley became very insistent. Mass meetings were held and a Junior College committee was appointed by the Chamber of Commerce, the chairman being a member of the Board of Education. The members of the Board of Education, with the secretary-treasurer of the board, were appointed as the board of Yakima Valley Junior College, and plans went forward for the organization. For some time the problem of finding a suitable building to house the new school appeared insurmountable. At the high school commencement in June, however, the board announced that the oldest grade building in town would be renovated and rented to the Junior College, and that the work of the school would begin in September. Back of that announcement was a group of guarantors who had underwritten the amount of the budget of the new institution.

After this announcement the real work of organization began. In this work of organization the board had the benefit of the experience of other junior colleges in the state and the assistance of Dr. Frederick E. Bolton, of the University of Washington. But the building had to be completely renovated and furnished, a faculty secured, a student body enlisted, and courses planned. Those who had undertaken the direction of the enterprise had little leisure during the hot summer which preceded the opening of school.

There were no laboratories; there was no library; maps, pictures, all things to make the college attractive were entirely lacking. The Yakima High School allowed the use of its laboratories. Service clubs, women's organizations, schools, and individuals made gifts of money, books, pictures, and furnishings. The registration for the first year was over a hundred, the year closed with a balance in the treasury, and the guarantors were not called upon.

The plans for the second year called for the installation of laboratories, but the income of the school was not sufficient to provide these. Again individuals, service clubs, the grange, and women's organizations pledged the necessary funds. In addition a group of citizens again guaranteed the expenses of the year.

During the second year, too, gifts of money and books were received for the library from clubs and individuals. new pictures were hung, the library was furnished with new tables and a charging counter, and other improvements were made.

In all the work of the school the students and faculty are enthusiastic. As in other Yakima schools there is pride in scholastic standards. There is a feeling of responsibility, too, in the desire to do good work in Yakima Valley Junior College because of its relation to the whole junior college movement.

The activities of the college are under way for the third year. The interest of the community is increasing, because the first students to be graduated from the school have been accepted by the University of Washington and other state institutions. Because of this interest the registration has increased and the opportunity of the school for community service is broadened. Students of the valley from points twenty or more miles distant from Yakima are in regular attendance. In truth it is Yakima Valley Junior College.

And so it is that the vision of a community has built up its schools through the years. There have been times of depression, there are seasons of rigid economy. But the community will take thought before it allows any steps backward. Its youth must "tramp with the foremost."

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## Overheard on the Church Lawn

By Elizabeth Cheney

Said the robin to the sparrow:
"I should really like to know
Why these anxious human beings
Rush about and worry so?"

Said the sparrow to the robin:
"Friend, I think that it must be
That they have no heavenly Father
Such as cares for you and me."

# The Unusual Boy

By WALTER PRICHARD EATON

[*Boston Herald, November* 17, 1930]

IN THE latest Phillips Andover Bulletin there is an interesting account of a boy who got literally nothing out of that school. And it wasn't in the days of "new fangled" education, but in 1865, when that great classic drillmaster, Uncle Sam Taylor, was headmaster on Andover hill. The boy was Henry Augustus Rowland, who became, with Lord Kelvin, Helmholtz and a very few more, one of the great physicists of the nineteenth century. Rowland never in his life inspected any machine of which he could not at once understand its workings. When he reached Andover, at the age of sixteen, to be fitted for Yale, he had already invented several pieces of electric apparatus, and set a neighbor's house on fire. Latin and Greek meant nothing to him. The only fun he had in Andover was inventing a machine which gave a shock to a gang who came to haze him. At last his reluctant mother abandoned the idea of his preparing for Yale and permitted him to go to Rensselaer Polytechnic, thus saving for America one of its greatest scientists.

Not all unusual boys are geniuses, or gifted in science. But they have always presented, and still present, the same sort of problem to a school which Rowland presented to Andover in 1865, and it should not be forgotten that one aim of the "new fangled" education is to find some way to handle and help such boys so that they can secure an education along the dominant line of their interests while maintaining the normal, happy relationships of school life. It is not an easy problem, and it is not made any easier, of course, by the still rigid requirements of the college board examinations which every preparatory school primarily must consider in its curriculum.

Not all unusual boys are fitted to benefit by college, even if they can be fitted (in the narrow sense) to enter college. But it only too often happens that the parents of such a boy, like Rowland's mother, think it a disgrace not to go to college, or can vision no other method of education for their offspring. The boy is then pushed and squeezed and sometimes warped, unless his bent is sufficiently near genius to cause him to take the bit into his own teeth and gallop his own way to salvation. There is a border line, of course, where it is not easy to say whether a combination perhaps of esthetic sensitiveness and scholastic laziness, is just that, and ought to be eradicated by good, hard grinding in geometry, or whether there is some genuine urge toward artistic creation. These border line cases are the despair of masters and parents alike. But when the case is clear for a definite, powerful individual bent, a parent should hesitate a long, long while before trying to force such a boy along different lines.

We knew a boy once who was called a "dumbbell." Then he saw a stage set by Gordon Craig, and he raced through Marlowe, Shakespeare, Webster, making great drawings on the biggest pieces of paper he could find, and spouting whole passages of blank verse to accompany them. He browbeat his parents into letting him go to art school instead of college, and was on his way to an early fame when death overtook him. Such cases, every master can tell you, are more common than most of us suppose, and they add enormously to the responsibility of parenthood.

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# "The Unusual Boy"

By ALBERT E. WINSHIP

THE above article by Walter Prichard Eaton is one af the most valuable education articles of the year. It is all the more important because Mr. Eaton does not magnify its significance.

American education is approaching the most vital crisis in sixty years. Unless parents heed this warning of Mr. Eaton the public schools will be the "poor man's school."

Private schools are heroically recognizing their inability to fit all boys for college.

Phillips Andover Academy points with pride to the fact that it did not try to prepare Henry Augustus Rowland for Yale University nor object to his going to Rennselaer Polytechnic Institute and start on a career that placed him in the class with Lord Kelvin and Helmholtz.

Phillips Exeter Academy, with its seven million dollars extra, proposes to have professors with an average of ten students. This famous $7,000,000 goes to Phillips Exeter Academy because it has been demonstrating its devotion to the special need of unusual students.

Phillips Exeter Academy will have enough faculty members, with sufficient flexible talent, to meet the needs of unusual students.

At the same time there are men of eminent academic responsibility who have publicly and fiercely criticised Assistant Superintendent John C. Broadhead because he allows teachers in continuation schools to spend more time on the work of unusual boys than has been the average in the traditional schools of the city.

# *They Say*

ANGELO PATRI:—

"When parents have one set of ideals and teachers another, and the child finds himself struggling with still a third set in his life outside, the confusion of ideals and standards and motives stuns him, he wavers toward one and then another; never sure, never safe. And if a child is to grow, he must be both sure and safe in his mind as to where he is going and why he is going, and how he is to get there."

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ARTHUR DEAN:—

"Youth always has the laugh on age. But age has the laugh on youth, too; because age knows that the youth of today will be given the grand 'ha-ha' by the youth of tomorrow."

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CALVIN COOLIDGE:—

"Few men are lacking in capacity, but they fail because they are lacking in application."

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MISS E. RUTH PYRTLE, Lincoln, Nebraska, president of the N. E. A.:—

"Character education and vocational education and guidance are universally emphasized in schools today as they were nowhere magnified forty years ago."

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CHARLES F. THWING, president-emeritus of Western Reserve University:—

"'Allied Products' is the name of a commercial company. It is also a good phrase to interpret the results of a college education."

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ORMOND BEEBE:—

"'Nothing' has been defined as a footless stocking without a leg.'

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PROFESSOR ALBERT EINSTEIN:—

"Before God we are relatively all equally wise—or equally foolish. As to first cause, one cannot even now tell which came first, hen or egg."

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GENE TUNNEY:—

"Victory does not count nearly so much as how you play the game."

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HERBERT HOOVER:—

"There are today more chances for young men and women to rise than there were thirty years ago."

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BERTRAND RUSSELL:—

"Every person who has health and enough money to purchase the necessaries of life ought to be happy."

GEORGE ARLISS:—

"The chief fault in speech in America is sloppiness and the outstanding defect in England is snippiness."

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HENRY FORD:—

"A man ought to work as long as he wants to, and he ought to enjoy his work so much that he wants to work as long as he can."

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LORING A. SCHULER:—

"No man or woman who listens to good music can hate his neighbor or bemoan the fate this life metes out."

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JULIUS ROSENWALD:—

"Many poor men are smarter than the richest men in the world."

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EDWARD A. FILENE:—

"The cure for unemployment is through the lessening of work, not through any system which makes unnecessary work necessary."

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CHARLES M. SCHWAB:—

"Science will cure unemployment."

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LORD SALISBURY:—

"Men are beginning to wonder whether civilization is worth the cost that has been paid for it."

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H. H. BENNETT, of the Bureau of Chemistry and Soils:—

"We are not yet on the verge of a land shortage, although we are getting every year closer to a shortage of good land."

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JAMES E. WEST:—

"Youth up to eighteen years in the United States means 45,590,341 young people—growing, doing, playing, learning, working, forming habits, making standards. To them life is a great adventure. As the next generation, civilization is to be literally in their hands.

"Of them, 28,000,000 are in schools and 4,000,000 have already 'gone to work.'

"The movement for regulation and supervision is still insignificant. It is as if the sale of food and drinks were not regulated by the pure food law, as if public utilities were allowed to operate without control by the Interstate Commerce Commission."

# Only a Bottle of Milk

By ARTHUR DEAN

In my role as roving reporter on what goes on in the lives of young people, I overheard a woman say to another woman:—

"Of all things, to think that boy is going to throw himself away being a milk peddler!"

I wonder.

Let's look into this milk bottling business. It is one important part of the seven big projects in the world. It is a contribution to big business which runs from feed growing to farmer, buyer, scientist, mechanic and government.

These things, and more too, are all behind that one clean bottle of milk left at your doorstep.

Whether or not the boy peddler of milk sees anything in the bottle except milk, I do not know. If he sees no more than the woman who was discounting the work sees, then he doesn't see much.

It should be the business of the schools and the homes to bring vocational information to boys and girls. There is a long list of moving pictures which have been made of our great industries which make it possible to see a plant in operation and to learn the various processes which go on.

In some schools teachers take classes to manufacturing plants as a part of the idea of studying occupations.

Some principals invite prominent persons engaged in various lines of work to speak for the students on the work in which the speakers are engaged.

There isn't a daily newspaper or a monthly magazine that does not have frequent articles which are descriptive of vocational life and opportunities which men and women have made for themselves.

## OPPORTUNITY KNOCKS

Our young milk peddling friend must watch out for opportunities which he can make for himself. In this sentence is the key which will unlock the success door. If he never sees anything more than milk in the bottle he is lost. If he never looks beyond the back step on which the bottle is placed, he is through with life.

What difference does it make in what line a young man starts? Theoretically it ought to make a whale of a difference. But practically, does it?

I am reminded of the three masons who were approached by a man who was watching their work. The question was: "May I ask what you are doing?"

One replied: "Layin' bricks." A second said: "Slinging mortar." The third answered: "I am building a cathedral."

THERE'S A POSSIBLE CATHEDRAL IN PEDDLING THE MILK BOTTLE.

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# CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

## Tom Is Cured of Bullying

Mr. Atkins was down on his hands and knees cutting dandelions out of the lawn. Between him and the narrow alley was a thick barberry hedge. "Now, you heard what I told you," said a harsh voice from beyond the hedge. "You give that ball-bat to me right now, or I'll bust you on the nose."

Mr. Atkins listened. That was the voice of his own son, Tom. For a second his heart slowed down its beat, and he bowed his head as though he suffered. The voice he had heard, while undoubtedly that of his son, was also the voice of a bully. If there was one thing on earth Mr. Atkins detested it was a bully. Now the voice came again.

"I don't care *whose* bat it is. I want it for the big game, and I'm going to have it."

"But—but, Sam Wheeler told me to return it to him — he owns it," quavered the voice of a small boy.

"Sam Wheeler'll know better than to kick when you tell him you handed it to me," rasped the voice of the bully. "I guess I gave Sam all he wanted this afternoon. Didn't I? Eh! Didn't I?"

Mr. Atkins turned and peered through the hedge. Tom was just in the act of wrenching the bat from the smaller boy's hands. For a second rage flamed in the father's heart Reaching over the hedge he seized his son by the collar, and yanked him off his feet. "You cheat!" he cried. "You bully!"

He raised his hand to strike. Then, with an effort, he controlled himself.

That night Tom sat before the cozy fireplace. His mother and father sat near him. Mr. Atkins was speaking.

"I was that bully, Tom; the bully I have just told you about. The day I pushed little Jim Sanders off the hayrack I learned my lesson. Jim Sanders—never—got—well. He died three years later. Of course the Sanders people sued my father and got damages. That money would have paid my way through college twice over, but, son, the worst thing about the whole story is this: I have never had a day's rest since. The face of Jim Sanders keeps coming up before me—the face of a little boy, a little defenseless boy, who suffered because of my bad temper."

Mr. Atkins buried his face in his hands. There was deep silence in the room. Tom went over to his father.

"I'm glad you told me, Dad," he said. "I understand now why you hate a bully. From this moment I'll never bully anyone again. I'm going right out this minute to make things right with Sam Wheeler."

Might this story not be true?

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## Hard-Bread Sandwiches

Miss Washburn was a very fine teacher. She knew the art of planting suggestions. One day, just before she took her class on a spring picnic, she said:—

"Now, children, we want this to be the best picnic ever. Remember! Some noble thing inside of us is going on this picnic as well as our bodies. Remember, also, we grow beautiful inside whenever we overcome obstacles in a big, generous way."

Madeline loved Miss Washburn, and treasured every word she said. The fact that she herself lived in a big, new house, and had servants all about her, and Miss Washburn lived in a hall-bedroom made no difference in the love between the two.

When, therefore, Miss Washburn, in pairing off the children at lunch time, put Jessica Oldham next to her, Madeline did not give the matter a thought. It was only when the lunch boxes were opened that she recalled that Jessica came from one of the humblest homes in town. A few sandwiches made of hard, rye bread and yellow cheese, and a scabby apple, was all that Jessica's box held. As Madeline looked down on the pitful little lunch, the words of Miss Washburn came to her, and with them a flood of happiness. Here was a chance for her to grow beautiful inside, as Miss Washburn promised. Instantly she began to unpack her own big handsome box. She spread her wide napkin over the knees of Jessica and herself.

"We'll just put our lunches together," she cried, gayly. "Won't it be fun? There! Now if you don't mind, Jessica, *I'm* going to have one of your sandwiches right now, and *you* must take one of *mine*."

Could there have been magic in Jessica's hard sandwiches? There must have been. They were *delicious!* Madeline laughed as she ate them. Her face was so radiant that Jessica timidly looked up at her, and wondered. She thought she understood, for she was very, very happy, herself.

"Mother," cried Madeline that evening, "Jessica is a noble little girl. While we were eating our lunch she told me about her home. Do you know she does all the washing and baking in that house, and she can make clothes, too, and she's just as happy about it as I am with my toys."

Madeline's mother smiled. "You must have Jessica come up to play with you real often," she said, "and I wouldn't wonder but what father can get Mr. Oldham a better job."

Have you ever felt a glow inside of you when you have done a noble deed?

---

## Fred's Race

Just why Fred was jealous of Art Jones no one knew. Fred, himself, could not give a good reason. In spite of the fact that he was a better baseball player and a better short-distance runner than anyone else, for some reason or other he was not popular. Much to his disgust, Art had been elected captain of the relay team.

The day of the great race found both boys on the field. Art was to head one team, and Fred the other. Fred had just run *his* relay and was standing close to the tape watching the white rag as it passed from hand to hand. The race was close, with Fred's side slightly in the lead. Art stood just in front of Fred, his arm stretched back for the white rag another runner was pushing up to him.

The rag passed. Art started at full speed. At that instant, almost without thinking, Fred stuck out his foot. With a crash Art fell on his face and rolled over and over in the cinder path. No one had seen Fred's act. Even Art did not understand what had happened. The whistle of the coach sounded. Every runner stopped in his tracks. Coach Jeffries approached Fred.

"When I blow the whistle," he said, "you take Art's place. He is too badly hurt to run, and," said the coach, delilberately, as he poked Fred on the chest, "you—win."

"But," stammered Fred, "if I *win*, my side loses."

"You—heard—my—words," said the coach, slowly. "You—*win!*"

Fred blushed. He knew then that the coach had seen all. He trembled to think of the consequences. The whistle sounded shrilly. It seemed to say, "You—*win!*" Fred sprang forward. He leaned over, and ran as he never ran before in all his life. Disgrace, shame, the taunts of his fellows, seemed to pursue him like a pack of

wolves. If he could win, perhaps, the coach would let him off.

Neck and neck with his opponent, he strained down the cinder path. An inch, two inches—he forged ahead. With a final burst of speed he broke the tape just as his opponent reached for it.

The crowd went wild at the strange spectacle of a captain of one team winning for the other side.

"Mighty fine bit of sportsmanship," said someone.

"Fred is certainly a good, square chap"—but Fred sneaked away as fast as he could. He didn't feel right inside, and the words of those about him only made him feel worse.

The next day the coach called him into the office.

"I've just this to say to you," he said. "When a fellow *wishes* to do a deed he often *does* it. I have seen your thoughts written all over you for a month or so. You can't hide your thoughts, my boy. That's why I kept my eyes right on you during this race. I suspected you might be impelled to do just what you did. Now, Fred, I am not saying you are a poor sport at heart, but I warn you of disgrace if you do not start right in thinking good sportsmanship thoughts. Brace up! Drive out that jealousy of yours. Be a good sport!"

Do you think Fred really, deliberately put his foot out?

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## The New Doll

Priscilla's new doll could open and shut its eyes and say "Mamma!" in such a real, baby-like voice that even little Jacko, the fox terrier, was fooled by it. How Priscilla and Jasmine, her little sister, laughed at the way he cocked his head on one side, and barked, when the doll bent towards him and cried "Mamma!"

Jacko didn't know whether to be pleased or be afraid.

"Let's put the doll in the doll carriage," cried Jasmine, "and go out for a walk."

There was a queer, high-pitched note in Jasmine's voice that made her sister glance at her. "No!" replied Priscilla. "It's time for the doll to go to bed."

"But it's light outside, and the sun's shining," cried Jasmine.

"Never mind if it is," said Priscilla. "Everybody's baby has to sleep at least two hours during the daytime."

When Priscilla had pulled down the curtains she tiptoed to the door and closed it gently. Outside the window Jasmine waited. Her cheeks were flushed a bright red, and her eyes sparkled. Before her stood the baby carriage. Carefully raising the window she reached in and took the doll from its cozy bed. "Mamma!" it squeaked, as she lifted it up. Priscilla heard. With a cry she rushed into the room in time to see the doll disappear over the window sill.

Priscilla was ordinarily an even-tempered child, but in the heat of her anger she forgot that Jasmine was only six, and that Jasmine had been ailing for two days, and that mother had been up with her all the night before. Rushing out doors she chased Jasmine down the cement walk, wrenched the doll from her arms, and struck her repeatedly over the head with her open palm.

"I don't know what to make of it," said the doctor, five hours later. "There is no doubt but what Jasmine has scarlet fever, but she shouldn't be so violently out of her head. If this keeps on for another hour her recovery will be doubtful. Where is this doll she keeps raving about?"

Priscilla knelt at her mother's knee in the big room downstairs a little later. "Dear God," she prayed, "don't let anything happen to Jasmine. I am sorry I struck her when she took my doll. I am sorry I said naughty things to her, and she can have the doll right beside her all the time she is ill."

Are people often sorry for deeds they do when their feelings get the better of them?

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## Ten Miles a Day

Dan loved his mother very much. She worked so hard to keep him and his brothers neat and clean and well-fed. She was so frail, too, and the kitchen was such a big, barny place.

As Dan walked to school one day he found a bright silver object lying in the road. He thought it was a watch, but instead of Roman numerals it had numbers printed around the dial. Dan studied the instrument as he walked along. At the jolt of every step it clicked, and a tiny hand in the upper circle darted a notch forward.

"That," said Dan's teacher, "is a pedometer. Set it at zero, and put it in your pocket, and it will tell you exactly how far it is from here to your home."

"Mother," said Dan, that night, "I've got an idea. I want you to wear this pedometer for a day. Will you do it?"

"Certainly, son," his mother replied, "but I do not see the use of it."

That night Dan rushed home. As soon as he got into the kitchen he peeped at the dial of the instrument. "Big crickets!" he yelled. "How many miles do you think you walked today?"

"I haven't the least idea," said his mother, wearily, "but I'm all worn out. I'm ready to sink right down in my tracks."

"And no wonder," cried Dan. "You have traveled just ten miles since six o'clock this morning."

"What's that boy doing?" cried Mr. Janson early the same evening. "He's been pacing back and forth in that kitchen till he's got on my nerves."

"Let him alone, John," said his wife. "He has an idea!"

The next day was Saturday. About ten o'clock Dan appeared with his arms full of wooden boxes. These he placed on the kitchen floor. Next he got out the family tool chest and went to work.

"What in Sam Hill's going on?" cried his father that evening. Dan straightened up from a task that bent him double under the sink. His face glowed with joy.

"Dad," he said, "did you realize mother's been walking ten miles a day inside these four walls?"

"Ten miles!" gasped his father. "Why, that's more than I walk in a week."

"It's the truth," insisted Dan. "Now, here are the figures. Kitchen stove to sink, two miles, sink to pantry, where she hangs dishpan, puts glasses, plates, etc., one mile and a half, and so on. Today I have put a rack under the sink for the dishpan. That will save mother four hundred feet of walking, or twelve hundred steps. I have also put a glass rack over the sink where the glasses can drain. That will save two thousand steps, and also the work of wiping the glasses dry."

"Son," said his father, "you are a wonder! Let me get in on this thing, too. Now, let's see! Suppose we cut through the wall here near the stove. The pantry is just beyond. Why, think what a butler's window at this spot will do to save steps!"

"Gee, Dad," cried Dan, happily, "it's great to have a father who takes an interest in things."

Is not this story true of nearly every kitchen in the world? Have you ever thought of all the needless steps mothers take?

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## Warning

"If your nose is close to the grindstone rough,
And you hold it down there long enough,
In time you'll say there's no such thing
As brooks that babble and birds that sing.
These three will all your world compose:
Just You, the Stone, and your darned old Nose."

—Exchange.

# The BOOK TABLE

A TEXTBOOK OF BOTANY FOR COLLEGES AND UNIVERSITIES. By John Merle Coulter, Charles Reid Barnes, Henry Chandler Cowles. Volume I, Morphology. Revised by John Merle Coulter. Volume II, Physiology. Revised and Enlarged by Charles A. Shull, University of Chicago. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It is twenty years since the Coulter-Barnes-Cowles Botany was published as the culmination of demonstrations of modifying the study of botany to meet the special plans of the botanical laboratory of the University of Chicago.

There were important features of that treatment which met a general interest creating a distinct market. The interest in botany as an undergraduate study has increased so greatly in modern education that Dr. Coulter has prepared three books, two of which are already published.

In these books the subject is treated more scientifically, and is classified so clearly that undergraduate courses can be taken as desired, when desired, and have ready for use in reasonable time whichever phase of the subject of plant history, development, and modification is of special personal value.

In the present form botany becomes a vital factor scholastically, industrially and commercially, a genuine creation in education.

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ENGLISH ELEMENTS AND PRINCIPLES. By Glen Arnold Grove, Packard School, New York City. Editors, Paul S. Lomax, New York University School of Education, and Seth B. Carkin, principal, Packard School. Cloth. 322 pages (6 by 9 inches). New York: Prentice-Hall, Inc.

This text as a guide to the effective use of good English is as sane as the principles which the owner of a baseball team follows when investing in a new and expensive player. He values a player by his ability to do what he is bought to do.

In estimating Business English the measure is results in business affairs rather than the art of writing literary English.

Here are sample chapters that attend strictly to achievement in speaking and writing so far as the one aim is attained: Watch the Predicates; Don't Mistake the Subject; The Predicate Agreement; Troublesome Relative Clauses; The Case of Pronouns; Pronouns after Transitive Verbs; Pronouns After Prepositions; Pronouns After the Verb "To Be"; When to Say "When"; The Missing Pronoun; The Verb "Ought"; The Subjunctive "Were"; "Don't" and "Doesn't"; "Set" and "Sat"; "Will" and "Shall"; "Would" and "Should"; "Got."

---

DRAMA AND DRAMATICS. A Handbook for the High School Student. By Helen Randle Fish, Minneapolis. Cloth. New York: The Macmillan Company.

Several years ago Miss Helen Randle Fish made a worthwhile reputation for herself by the quality of the dramatics of her high school students of the South High School of Minneapolis, and the reputation of the students of that school under her guidance and training has been maintained and intensified.

"Drama and Dramatics" is the ripened result of the heightened study of Miss Fish and the intensified aspiration of the students of the South High School to increase its reputation. This book differs from all kindred publications in the artistic setting given to the Value of Dramatics, to the significance of Reading a Play, to the Make-up of a Play, and to the Acting of the Play.

There is an artistic setting to every feature of the selection of a play, the staging of the play, the personality of the audience that is to see it, and everything that makes for the perfection of its presentation.

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AMERICAN HISTORY WORK-BOOK. By West and Wallace. 300 pages (9 by 11 inches). Admirably Illustrated. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: Allyn and Bacon.

This is an heroic attempt to develop personal responsibility in studying American History in such a way that it will be remembered and will always be ready for use in following the trend of progress in the development of each important modification civically, industrially and socially.

The illustrations are exceptionally effective in the development of interest and in magnifying the need of remembering facts for use when needed.

The interpretation of American history in the various crises which have led to misunderstandings and sometimes to wars is especially wise.

SERGEANT YORK, LAST OF THE LONG HUNTERS. By Tom Sheyhill, official biographer of Alvan C. York. Illustrated. Philadelphia, Chicago, Toronto: The John C. Winston Company.

No American hero in any war has a place in the hearts of all Americans that Sergeant Alvan C. York has, because no other one man has, single-handed, rendered such spectacular service.

What adds immensely to the pride of all Americans is the youth of Alvan C. York, his character, devotion to principle, and acceptance of the situation when he was drafted for war service.

Even more than all this is the life he has lived since the war. The official biographer has produced a matchless book, which every youth of every generation should read in school and out.

First of all, this remarkable biography should be placed in every public, private school, and Sunday School library at once.

There is no book comparable to Tom Sheyhill's "Sergeant York, Last of the Long Hunters."

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THE HEART OF DEMOCRACY. (The American Public School.) By James Ross, teacher of American History and Civics in Sandusky (Ohio) High Schools. Sandusky, Ohio: Published by the author.

There is need of the directness and forcefulness of such suggestions as Mr. Ross crystallizes in these pages. There are paragraphs that will arouse a rebellious spirit when we are hit sometimes with a knock-out blow. If there were a referee to appeal to there would be some charges that the author has struck below the belt.

The reader, however, should keep ever in mind the last sentences in this book: "American Democracy Is the Hope of the World. The Public School Is the Heart of Democracy. The Teacher is the Soul of the School."

James Ross has been a vital factor as a teacher in the public schools. With him the school he has been teaching has always been the "Heart of Democracy," and with him Democracy is always the hope of the world.

We have enjoyed what he says and the way he says. The book can but render an important service in vitalizing American democracy.

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## Books Received

"The Path to Peace." By Nicholas M. Butler. New York City: Charles Scribner's Sons.

"Supervising Extra-Curricular Activities." By Paul W. Terry. 370 Seventh Avenue, New York City: McGraw-Hill Book Company, Inc.

"Those in the Dark Silence." By Corinne Rocheleau. Washington, D. C.: The Volta Bureau.

# EDUCATION IN ACTION

## Indian Woman Aids U. S. in Educating Race

### Ruth Muskrat, Mount Holyoke Graduate, Will Make Survey of Own People for Government; Sees Need for Leadership

Miss Ruth Muskrat, Cherokee Indian, of Oklahoma, who was graduated from Mount Holyoke College in 1925, has recently been appointed guidance and placement officer by the Bureau of Indian Affairs. The position is a new one, and the work a part of the practical, progressive program being developed by the bureau, at the head of which is Commissioner Charles J. Rhodes, with Dr. Will Carson Ryan, of Swarthmore, directing the educational department.

Miss Muskrat has been acting as registrar and placement director at Haskell Institute, Lawrence, Kan. Her new headquarters will be in Kansas City. Her territory will embrace eight states — Missouri, Kansas, Iowa, Nebraska, North and South Dakotas, Colorado and Oklahoma.

Miss Muskrat is said to be an outstanding example of the potentialities presented by her race. Penniless, as a ward of her government, she entered Haskell Institute, the largest Indian school in the country, with its 1,100 students drawn from twenty-six states in the Union. Her ability soon manifested itself, and through the generosity of interested persons she was granted a scholarship, which made possible a full four-year course at Mount Holyoke.

Her work since graduation has merely tended to emphasize the need for education of the native Indian.

Scholarships, she says, are the outstanding need of her people.

"There must be means," she stated, "by which the more gifted Indian boys and girls can be trained for leadership, so that they can go back and help their own people. We cannot have leaders of our own people unless they are of the very best. Unfortunately there is no provision for adequate training. When he has finished boarding school the Indian faces a tragic situation. He no longer fits into the primitive life on the reservation from which he came, nor has his training been sufficient to fit him into the complex of civilization of the world outside. He becomes bewildered and disillusioned, and feels himself to be a social and economic unfit."

In addition to the training of leaders, more highly organized industrial training is essential for the great majority of Indian youths, according to Miss Muskrat. Her immediate task will be to make a tour of her territory to ascertain both industrial needs and opportunities for the thousands of boys and girls who will annually leave the boarding schools.

### Depression Booms Vocational Schools

Further evidence that education thrives on, or in spite of, the business depression is furnished by the survey just completed by N. W. Ayer and Sons, Inc., of private school and college enrollments. Four hundred and eighty-seven institutions showed a total roster of 137,722, as against 136,531 last year. While certain schools are suffering slightly, others, notably vocational schools, show substantial growth. Nurse training schools have a seventeen per cent. increase in student registration over last year, and secretarial schools fourteen per cent., while colleges and boys' non-military preparatory schools have smaller increases in the neighborhood of two per cent. The survey included, among others, ninety-three colleges, 114 girls' boarding schools, sixty boys' military schools, ninety-seven boys' non-military preparatory schools and thirty-nine vocational schools.

### List of Research Volumes Compiled

A bibliography of research studies in education for 1928-29 has been published by the Office of Education, and is now available. Prepared by the Library Division of the Office the list of educational studies covers 3,065 investigations undertaken by 317 research agencies. Included are masters', doctors' theses and similar research activities of individuals. Like the two preceding bibliographies listing research studies in 1927 and 1928 this bibliography is annotated to explain briefly the contents. A copy may be procured from the Government Printing Office for forty-five cents.

### Studies Need Not Affect Athletics

Now that physical education has attained the status of a recognized school subject there is no more justification in debarring the boy who fails in mathematics from his football class than from his English class, in the opinion of Edward J. Storey, director of health and physical education in the Larchmont and Mamaroneck (N. Y.) public schools. Taking as his text G. Stanley Hall's dictum that "play at its best is a school of ethics," Mr. Storey urges that it should not be a privilege restricted to the academically minded. The interscholastic leagues of California and New Jersey have already eliminated the academic requirement, Mr. Storey notes, while the majority of 175 school administrators, teachers and physical directors in nine states in different parts of the country to whom he sent a questionnaire, concurred in his general conclusion that "good citizenship" and not academic success should be the criterion.

### Homely Virtues Still Important

The good old homespun virtues of industry, perseverance, dependability, co-operativeness and ambition, exalted alike by pulpit, school reader and melodrama for a century, are still the chief factors in school success, according to a survey by Austin P. Turney, formerly of the University of Minnesota. Showier attributes, such as brilliant intellect, personal attractiveness, leadership, self-confidence and originality, had little to do with high school achievement, analysis of the records of students in University High School showed. Moreover, the successful students took as active a part as the unsuccessful in extra-curricular activities, such as debating, publications and dramatics. In the modern academic world, as in the time of Aesop, it is apparently the tortoise qualities that win out.

### Mexican Students To Spread Propaganda

Groups of students in the National University, Mexico City, are planning crusades to all parts of the republic to disseminate sound revolutionary doctrine and to promote so-called "orientation" of the laboring classes. The president of the university, Senor Ignacio Garcia Tellez, expresses the belief that not only will the contact between the students and the workers be of cultural and social profit to the latter, but that the future leaders of the republic by this means will gain valuable recognition of the country's needs. The governors of the states have been asked by the president of the university to co-operate with the students who visit the districts.

## Blind Girl Honor Senior at College

Blind and unable to write her own name by hand Miss Lavada Amoss, of Augusta, Ga., has become an honor senior at the University of Georgia, nevertheless. She is to graduate in the spring with a bachelor of arts degree in education, and expects to teach afterward. She was elected recently to Phi Kappa Phi, international honorary scholastic fraternity. Miss Amoss uses a typewriter expertly. She is learning to use a pen. She remembers classroom lectures without taking notes, and when a written examination is given she dictates the answers. Students read her assignments. When asked if the struggle for an education under such handicaps was worth the effort, she replied: "Beyond all doubt."

## Schools to Stress Reading in Silence

Emphasis on the importance of silent reading, diagnostic testing with a view to remedying specific defects, and the procedures in teaching skill in reading for recreation and for study, are the outstanding features of a new reading course to be introduced in elementary schools throughout New York City. The revised course is one of the many new curricula prepared during the last few years with a view to improving and modernizing instruction in the public schools. Arithmetic and science courses already have been revised. The new outline describes different practices in teaching oral and silent reading. Training in oral reading alone does not lead to efficient reading, the syllabus declares, and for that reason "definite training in silent reading should begin in the first grade." Again and again the syllabus emphasizes silent reading as the basis of all later study.

## Elimination of Fire Dangers in Schools

The fire hazard in public schools involves serious responsibilities to which school authorities in general are not awake, the chairman of the committee on the school child of the White House Conference on Child Health and Protection, Dr. Thomas D. Wood, declares in a report. Even in the most modern buildings the possibility of even minor conflagration, with attendant dangers of panic and confusion, is not entirely removed. In older and less substantial buildings, which are poorly maintained, the dangers of possible fire are greater. Further information furnished follows: The schoolhouse raises problems in plan and construction not encountered in other types of buildings largely because children and youths, easily precipated to panic, occupy and utilize the structure. To meet this need and avert the hazard of fire, the committee emphasizes the importance of building construction. Only engineering principles that have been tried and accepted should be followed. Stairways should be so arranged that the building can be emptied in three minutes or less. Two-story buildings should have at least two stairways. In all classes and the assembly room there should be two ways of egress. Another precaution suggested in the report is the assertion that the school building should have signal connections with the local fire department. It should be equipped with fire alarm and an automatic sprinkling system throughout. The report further calls attention to the importance of proper heating, ventilation, and lighting systems in the schools. School equipment is recommended to fit the children physically. One survey disclosed that fifty-six per cent of the seats and eighty-seven per cent of the desks were found to be too high. This condition was declared by the committee to be "inexcusably frequent." The physical environment of the school plant should include proper site, adequate playgrounds, and necessary gymnasium facilities to carry out the programs of physical education.

## Home-Making Study Shows Gain

During all the hue and cry over the break-down of the American home in the decade since the war more girls have actually been taking courses in home-making than ever before in this country. Five times as many federally-aided home-economics classes in day schools and seven times as many in evening and part-time schools exist as in 1918, according to the report of the Federal Board for Vocational Education. In almost half the high schools and two-thirds of the continuation schools such courses are now given, and the traditional curriculum of cooking and sewing has been vastly broadened to include such philosophical aspects of home-making as child development, family relationships and home management.

## Hurley Scholarships Offered in Britain

Educators and industrialists of Britain have welcomed the announcement of a $200,000 endowment by Edward N. Hurley, American capitalist, for the establishment of a college of foreign commerce at Notre Dame in the United States. The following cablegram from Mr. Hurley to Viscount Cecil of Chelwood was received at the headquarters of the National Union of Students, in London, of which Lord Cecil is president: "In connection with my plan for founding a college of foreign commerce in America in the interest of international trade, I am interested in offering scholarships tenable by British students for furthering international relations. I would appreciate your co-operation as president of the National Union of Students in England in working out the plan." The National Union of Students sent Mr. Hurley this message in reply: "In the absence of Lord Cecil at Geneva, we wish to assure you on behalf of the students of England of our sympathy with your objective, and we extend sincerest thanks for your generous offer." It is said that Mr. Hurley's plan for British scholarships is a reflection of his gratitude for selling the British patents on pneumatic drills and hammers in London in 1899, which contributed to his success.

## Dean Assails College Marking

Frank W. Nicolson, former dean of Wesleyan University, Middletown, Conn., favors a change of system which would do away with the "unhealthy worship of marks." In his report to President James L. McConaughy for the year 1929-1930, made public recently, in which he suggests abolition of the literal marking system, the former dean says: "It seems to me that scholarship and grades are two different things, and emphasis on the latter tends to detract from the former. In view of the uncertainties and sometimes unfairness of the present system, I should like to see the students simply 'passed with honor,' 'passed' or 'failed.'" He recommended that the Wesleyan enrollment be kept at the present mark of 600, and even suggested a reduction to the former 500 limit.

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### Britain Raises Age For Leaving School

The MacDonald Government obtained a majority of twenty-nine, 271 to 242, in the House of Commons recently, and authority to spend something like $18,500,000 a year in maintenance grants for parents whose children are to be kept an extra year at school, until they are fifteen. The opposition argued that the estimated cost of this maintenance was merely guess work, and the Conservatives said that grants would amount to $27,000,000 in a few years. Some estimated Chancellor of the Exchequer Snowden would have a visible deficit of $175,000,000 on his next budget, exclusive of $150,000,000 borrowed for unemployment doles. The bill, they argued, had no educational value, and inflicted irreparable industrial harm. It is estimated that the extra cost of the reorganization of British education in the next two years will amount to $70,000,000. It is already costing $465,000,000 yearly, or rather more than the cost of the national defence.

### Mexican Schools To Teach Conservation

Mexican schools recently have added regular courses in the methods of forest conservation in their curricula. The destruction of the forests of the country has become such a serious problem that El Nationale Revolucionario declares that at the present rate the Mexican States of Morelos, Hidalgo, Michoecan and the Federal district soon will be entirely denuded of their trees. It is estimated that scientific forestry in Mexico would yield $250,000,000 annually to the state, according to the Pan-American Information Service. The first step in the country's educational program is to teach the effects of forest destruction as expressed in lack of rain, storms and stifling dust clouds. The next step will be to educate the people in the use of stoves using other fuels than charcoal, and to effect changes in domestic economy that will permit the use of modern kitchen equipment such as is used in the United States.

### Ohioan Leaves Estate For Teachers' Home

An estate which amounts to something over $270,000 was recently left by an Ohioan for the purpose of founding and maintaining a home for aged women teachers in that state. Secretary F. E. Reynolds, of the Ohio Educational Association, has been appointed one of the members of the Board of Trustees to administer this fund in the interest of aged women teachers. Mr. Reynolds states that about $70,000 of it will be used to purchase a home, and the remaining two hundred thousand will be used to produce an income for the maintenance of the home.

### Mental Hygiene Tips for Teachers

Massachusetts, pioneer in giving every child schooling in the three R's, now proves that she is still in the progressive ranks by emphasizing his right—implicit in the new conception of education—to be understood and developed as an individual. To that end every teacher in the public schools of the state is to be acquainted with the principles and practice of mental hygiene. Beginning in January each one is to receive free a quarterly publication, Understanding the Child, issued by the Massachusets Society for Mental Hygiene under a special grant. "Mental hygiene," states the announcement, "is concerned with . . . . habits of attention, of study and work, certain health interests, healthful associations and wholesome mental attitudes . . . which enable the hygienist to see many things significant for the health of children that parents and teachers are apt to overlook."

### Mexico to Open Schools for Blind

Thirty-one schools for the 15,000 Mexican blind are to be established throughout the republic during 1931, according to plans just announced. The training of the blind in occupations which will provide a means of livelihood is expected to aid materially in the campaign to rid the country of beggars. The opening of the schools is being undertaken by the Society for Public Welfare, aided by various states of the republic. Three such schools have already been founded in Tampico, Monterey and San Luis Potosi.

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# GRINS BETWEEN GRINDS

### Hopeless Case

"The doctor told me that I'd have a tobacco heart if I didn't stop buying cigarettes, so I started buying candy, and now I have a sweetheart."

### A Break

First Boy—"They say that when you drop a spoon a lady comes, and when you drop a knife a man comes. Now I wonder what comes after you drop a plate?"

Second Boy—"A licking, I think."

### Safety in Numbers

First Girl—"My dear, I'm so worried! You know you told me to put that piece of wedding cake under my pillow and I'd dream of my future husband?"

Second Girl—"Yes, dear. Didn't it work?"

"That's what worries me. I dreamed of a whole regiment of soldiers on parade."

### Saved

Wife—"Henry, do you realize that you have forgotten that this is my birthday?"

Husband—"Yes, dearie. I did forget, and it's quite natural that I should. There really isn't anything about you to remind me that you are a day older than you were a year ago."—The New Yorker.

### Oh! That's Different

When the preacher called for women to stand up and promise to go home and mother their husbands, only one little woman arose, and when he told her to go home at once and mother her husband, she said:—

"Mother him? I thought you said smother him."

### A "Silencer"

Customer—"You keep everything for the radio, don't you?"

Salesman—"Yes, sir, we do, sir."

Customer—"Give me an axe."—Brown Jug.

### Miss 1930

Romiet—"So we shall elope at midnight."

Julio—"Yes, darling."

Romiet—"And you will have your suitcase all ready when I sneak up to the door?"

Julio—"Sure. Mother is packing it for me now."

### Thrifty to the End

Patient—"Well, doc, if I got to die, I die content. My life insurance is ten thousand dollars."

Doc—"I think, with the aid of stimulants I can keep you alive a week longer."

Patient—"Don't do it, doctor, my policy will lapse next week."

### Face Lifting

Beauty Specialist—"Yes, madam, I remember lifting your face."

Client—"That's right. And now I wish you could lift my husband's. As soon as you sent your bill it dropped badly."—Passing Show.

### Case of Heredity

"He's always late."

"Yes, it's inherited. Why, his father is spoken of as the late Mr. Jones."—Stray Bits.

### Exactly

A story is told of a young Polish girl in a New York school who was asked to write the difference between an educated man and an intelligent man. She summed it up thus:—

"An educated man gets his thinks from someone else. An intelligent man works his own thinks."

### The Real Reason

Young Harold was late for Sunday School, and the minister inquired the cause. "I was going fishing, but father wouldn't let me," announced the lad.

"That's the right kind of a father to have," replied the reverend gentleman. "Did he explain the reason why he would not let you go?"

"Yes, sir. He said that there wasn't bait enough for two."

### Ten Commandments of Health

By Dr. Thomas Darlington
Former Health Commissioner of New York

1. Keep your mouth closed when breathing; also when angry.
2. Drink cool water with your meals; also between them.
3. Bathe daily, a shower, if possible.
4. Eat slowly. This leads to eating sparingly. Make your meals a ceremonial pleasure.
5. Exercise daily, and breathe deeply while so doing, but avoid overexertion, and never eat when fatigued.
6. Never read or transact any business while eating.
7. Work ten hours, sleep eight, and use the balance for recreation and meals. Always rest on Sunday.
8. Ever keep a contented mind. Equanimity means longevity.
9. Neglect no portion of the body.
10. Moderation in all things.

### My Ideal Teacher

By a Fourteen-Year-Old Pasadena (California) Schoolboy.

I like a teacher who demands respect,
Who enters into the spirit of the class and the playground.
A teacher who makes lessons interesting;
Who gives a chance to the individual pupil to tell his side.
And who talks to him after school instead of before the class.
A teacher who appeals to my imagination,
Who can gain my confidence;
One who refrains from sarcasm—
Every pupil hates to be made an example of.
I like a teacher with plenty of patience,
Who keeps an orderly room with lots of fresh air.
Pupils are like dumb animals;
A kind word will do the most.

—Exchange.

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## Meetings To Be Held

DECEMBER

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

29-January 3, 1931: American Association for the Advancement of Science, Secretary B. E. Livingston, Smithsonian Institute, Washington, D. C.: Cleveland, Ohio.

29-31: American Historical Association, Dexter Perkins, 40 B St. S. W. Washington, D. C.: Boston, Massachusetts.

29-31: American Philological Association, J. W. Hewitt, Wesleyan University, Middletown, Connecticut: Iowa City, Iowa.

29-31: American Psychological Association, C. C. Brigham, Princeton, New Jersey: Iowa City, Iowa.

29-31: American Society for the Study of Disorders of Speech, S. M. Stinchfield, Mt. Holyoke College, South Hadley, Massachusetts: Chicago, Illinois.

29-31: Classical Association of the Pacific States, W. Bailey, 1426 Warren Avenue, Seattle, Washington: Portland, Oregon.

29-31: Botanical Society of America, A. J. Eames, Cornell University, Ithaca, New York; Cleveland, Ohio.

29-31: Illinois State Teachers' Association, R. C. Moore, Carlinville, Illinois: Springfield, Illinois.

29-31: New York Association Academic Principals, L. H. Strough, High School, Niagara Falls, New York: Syracuse, New York.

29-31: Modern Language Association of America, Carleton Brown, New York University, New York City: Washington, D. C.

29-31: Music Teachers' National Association, D. M. Swarthout, University of Kansas, Lawrence, Kansas: St. Louis, Missouri.

29-31: National Commercial Teachers' Federation, C. M. Yoder, 129 N. Prairie Street, Whitewater, Wisconsin: Des Moines, Iowa.

29-30: National Education Association, Department of Social Studies, B. L. Pierce, University of Chicago, Chicago, Illinois: Durham, North Carolina.

29-January 2, 1931: National Student Federation of the United States of America, M. H. Biehle, 218 Madison Avenue, New York City: Atlanta, Georgia.

29: Pennsylvania State Education Association, J. H. Kelley, 400 North 3rd Street, Harrisburg, Pennsylvania.

30-31: National Association of Biblical Instructors in American Colleges and Secondary Schools, C. E. Purinton, Adelphi College, Garden City, L. I., New York: New York City, N. Y.

31: American Association of Schools and Departments of Journalism, H. H. Herbert, University of Oklahoma, Norman, Oklahoma: Boston, Mass.

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